

MUE 3210
Music for the Elementary Child
University of Florida
Course Syllabus Fall 2020

Instructor

Ms. Jasmine Hines^[L]_[SEP]

Email: HinesJa@ufl.edu

Office Hours: Wednesdays 3-4pm

Course Catalogue Listing

Helps meet state certification requirements for elementary classroom teachers. Function of elementary school music in aiding the developmental growth of children. Prerequisite: *HUM 2511 strongly recommended.*

Course Description

The purpose of this course is to help pre-service elementary classroom teachers acquire and strengthen foundational music skills and gain an understanding of how to structure basic music instruction in the elementary classroom. Additionally, students will discover how to integrate musical concepts into all areas of the general elementary curriculum. Students are expected to participate fully in classroom and independent experiences to improve musical and pedagogical skills.

Course Objectives

Through full participation in this course, students will be able to:

- demonstrate basic musicianship skills on the ukulele;
- select pedagogically appropriate vocal repertoire for elementary-aged students;
- create cross-curricular lesson plans that integrate music and music skills at a developmentally appropriate level for the identified elementary grade;
- design curriculum based on the Florida standards for music, language arts, science, math, and social studies;
- teach integrated music content through singing, playing instruments, listening, creating, and/or moving

Required Materials

- Soprano Ukulele (concert-sized ukulele is also acceptable)
 - o Recommended ukulele brands to purchase include Kala, Hricane, and Mahalo
 - Guitar Center Ukuleles- <https://www.guitarcenter.com/Ukuleles.gc>
 - Hricane Ukuleles- <https://www.hricane.com/collections/soprano-ukulele>
- Ukulele clip-on tuner

Other Resources

- Supplemental online resources have been made available for students in this course. Online course readings may be accessed using a World Wide Web browser and opening the following URL: <https://ufl.instructure.com>
- Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <https://cms.uflib.ufl.edu/afa>

UNIVERSITY OF FLORIDA POLICIES

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduccion-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Health and Wellness Resources

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575;
- University Police Department: 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department 392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

Dates and times for synchronous class meetings:

- Friday, 9/4/2020 – 11:45am – 1:40 p.m.
- Friday, 9/11/2020 – 11:45am – 1:45p.m.
- Friday, 9/18//2020 – 11:45a.m. – 1:45p.m.
- Friday, 9/25/2020 – 11:45a.m. – 1:45p.m.
- Friday, 10/2/2020 – 11:45a.m. – 1:45 p.m.
- Friday, 10/9/2020 – 11:45 a.m. – 1:45 p.m.
- Friday, 10/16/2020 –11:45 p.m. – 1:45 p.m.
- Friday, 10/23/2020 –11:45 p.m. – 1:45 p.m.
- Friday, 10/30/20–11:45 p.m. – 1:45 p.m.
- Friday, 11/6/2020–11:45 p.m. – 1:45 p.m.
- Friday, 11/13/2020–11:45 p.m. – 1:45 p.m.
- Friday, 11/20/2020–11:45 p.m. – 1:45 p.m.
- Friday, 12/4/2020–11:45 p.m. – 1:45 p.m.

Prompt attendance to each synchronous class meeting is expected as a demonstration of professional commitment. **Three late arrivals will equal one unexcused absence.** The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **timely notice** is provided. **For each unexcused absence, a student's course grade will be lowered by five percentage points.**

Class Participation

The activities that will occur during class meetings and asynchronously throughout the week are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

Email

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine.

ASSIGNMENTS AND ASSESSMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill, has a death in his/her immediate family, or other such emergency. The student should contact the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. ***Initial video discussion posts must be made by Thursday of each week at 11:59 p.m. All remaining assignments for the week, including a minimum of two video discussion replies, will be due on Sunday at 11:59 p.m. unless otherwise specified.*** Additional information about the assignments will be provided in class and on Canvas. All written assignments will be submitted through Canvas.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

EXPECTATIONS

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Electronic Use Policy

Laptops and tablets may be used for taking notes during class at the discretion of the instructor. Cell phones must be silenced and put away and not be seen on camera during online class sessions unless a part of instruction. Students found to be using electronics for purposes not related to the class (e.g. checking social media accounts or texting) will no longer be permitted to use the devices during class time.

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honor Policy

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor or TA in this class.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Assignments & Assessments

<u>Assignments</u>	<u>Value</u>
Syllabus Acknowledgement	5 points
Participation	60 points
Reflective Reading/ Video Responses- 12 entries x5pts	60 points
Annotated Bibliography	20 points
Song Selections for Elementary Child	10 points
Classroom Playlist	10 points
Ukulele Proficiency	10 points
Cross Curricular Lesson Plan	25 points
Cross-Curricular Lesson Plan Presentation	20 point
Composition Project- Songs for Class Meetings	10 points
Composition Projects- Songs for Transitions	10 points
Digital Music Composition	10 points
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Total	250 points

Any grade discrepancy should be brought to the instructor’s attention immediately. Keep all original copies of assignments and grading documentation, hardcopy or electronic copies, as distributed to students.

It is each student's responsibility to submit assignments on time, check grades online, and monitor his/her course grade throughout the semester.

Written assignments must be typed in an academically appropriate writing style, with correct grammar, spelling, and punctuation. Formatting for papers should include 1-inch margins, double spacing, and 12pt Times New Roman font.

Assignments must be submitted online through Canvas unless otherwise instructed. Hand written assignments will not be accepted.

Information on current UF grading policies may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Syllabus Assignment

The following text must be submitted electronically as the first assignment for the course. Copy and paste the text below, being sure to include your name and the date, and submit it on the course site in Canvas. This is a PASS/FAIL assignment worth 5 points and must be completed by 8/30/18.

I have received, read, and understand the nature of and requirements for:

MUE 3210: Music for the Elementary Child

Name:

Date:

Make-Up Policy

Assignments missed due to personal illness or emergency may be made up with the professor's consent, but on the student's initiative.

Assignments not submitted on the due date will receive a zero.

Grade Distribution:

A = 100 – 93%		A- = 92 – 90
B+ = 89 – 88	B = 87 – 83	B- = 82 – 80
C+ = 79 – 78	C = 77 – 73	C- = 72 – 70
D+ = 69 – 68	D = 67 – 63	D- = 62 – 60
E = 59 and Below		

Additional Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>
Phone: 392-1575

University Police Department
Phone: 392-1111 or 9-1-1 for emergencies.

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Outline of Classes – You will be notified of any changes

Date	Topic	Content To Review	Assignment Due Start of Class Period
9/4/20	<ul style="list-style-type: none"> • Meet and Greet • Music For Children • “Why Music?” • How Children Learn Music • Syllabus and Reflective Response Assignments 	<p>Watch:</p> <ul style="list-style-type: none"> • Music and Dance Drive Academic Achievement: https://www.youtube.com/watch?v=ISTUqQeXPcM&t=13s 	
9/11/20	<ul style="list-style-type: none"> • Teachers as Facilitators of Music and the Arts • Teaching a Song by Rote • Arts Integration Resources • Creative Listening 	<p>Read: (Required)</p> <ul style="list-style-type: none"> • Abril “I Have a Voice” article <p>Watch: (Required Minimum- 1 video)</p> <ul style="list-style-type: none"> • TedxCanberra What If Every Child Had Access to Music Education from Birth? • Music as a Language: Victor Wooten 	<p>Due:</p> <p>Syllabus Acknowledgement; Reflective Response</p>
9/18/20	<ul style="list-style-type: none"> • Musical Development of Children • Singing Voices of Children • Song Selections for Elementary Aged Children • Culturally Responsive Teaching 	<p>Read:</p> <ul style="list-style-type: none"> • The Rhyme and Reason for Nursery Rhymes in the Elementary Music Classroom- Brittany Nixon May • Art, Music, and Movement Connections for Elementary Education Teacher Candidates- Bohannon and McDowell <p>Watch:</p> <ul style="list-style-type: none"> • Betinna Love TEDxUGA: Hip hop, grit, and academic success https://www.youtube.com/watch?v=tkZqPMzgvzg 	<p>Due:</p> <p>Reflective Response Topic: Musical Inventory Topic</p>

9/25/20	<ul style="list-style-type: none"> • Listening and Moving to Music • Singing games • Differentiated Instruction 	<p>Read:</p> <ul style="list-style-type: none"> • The Young Child’s Playful World of Sound- Pond <p>Watch</p> <ul style="list-style-type: none"> • Watch: Music and Movement in Toddler and Preschool Classroom https://www.youtube.com/watch?v=FWpPFa_O_G0 • Music as a window into the Autistic mind: • https://www.youtube.com/watch?v=MxxUhw7d8yI 	<p>Due: Reflective Response:</p> <p>Topic: Brainstorming song selections Begin Contributing to Spotify Class Playlist</p>
10/2/20	<ul style="list-style-type: none"> • Objective and Standards Review • Arts Integration Across Elementary Education • Lesson Plan Overview 	<p>Watch:</p> <ul style="list-style-type: none"> • Arts Integration: Deepening Understanding of Core Content • https://www.youtube.com/watch?v=IUsWCdu9Q_Q • Grand Slam: Performance Poetry Engages Students: • https://www.youtube.com/watch?v=D8eym-7jeo0&list=PLA2DBEDA57FE6CE4B&index=5&t=0s 	No Assignments Due
10/9/20	<ul style="list-style-type: none"> • Ukulele • Classroom Instruments • Music in the Classroom • Music Literacy 	<p>Read:</p> <ul style="list-style-type: none"> • Encouraging Participatory Music Making Through Differentiation on the Ukulele- Bernard and Cayari <p>Watch:</p> <ul style="list-style-type: none"> • Education Matters: Madison Elementary’ s Ukulele Program https://www.youtube.com/watch?v=VYO_m5plu4w • Stedwick Elementary Third Graders Perform Ukulele Concert: https://www.youtube.com/watch?v=XiGfh_SS_S8 	<p>Due: Reflective Responses: Topic-Classroom Playlist Written or Video Responses</p>

10/16/20	<ul style="list-style-type: none"> • Musical Ways to Start and End the Day • Ukulele Review • Discuss Annotated Bibliography/Resource List—Collaborative End Goal 	<p>Watch:</p> <ul style="list-style-type: none"> • Ukulele Teaching in the Classroom Video: https://www.youtube.com/watch?v=uMDfSUDgbd0 • Ukulele Storytime: Hello Goodbye Song https://www.youtube.com/watch?v=8euL-BqzbEY 	<p>Due:</p> <p>Reflective Response</p> <p>Song Selections List</p>
10/23/20	<ul style="list-style-type: none"> • Music, History, and Culture • Culturally Responsive Teaching • Homemade Instruments Continued 	<p>Read:</p> <ul style="list-style-type: none"> • Ladson-Billings article “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” • https://www.researchgate.net/publication/245591801_But_That's_Just_Good_Teaching_The_Case_for_Culturally_Relevant_Pedagogy • Martina Vasil: Hip Hop and Haring: Pop Culture and Interdisciplinary Learning for the General Music Classroom • https://journals.sagepub.com/doi/pdf/10.1177/1048371320901541 	<p>Due:</p> <p>Reflective Response</p> <p>Composition Project- Transitions</p>
10/30/20	<ul style="list-style-type: none"> • Music and Children’s Literature • Song Stories • Create a Soundscape • Beginning of Notation --Expectations per grade level 	<p>Read:</p> <ul style="list-style-type: none"> • <i>Familiarize yourself with the Little Kids Rock Website and Free Resources Available</i> • https://www.littlekidsrock.org/ • Informally find other transition songs, song stories, or children’s music literature resources. • Supporting resources will be provided in class <p>Podcast Episodes TBD</p>	<p>Due:</p> <p>Reflective Response</p>

11/6/20	<ul style="list-style-type: none"> • Music and STEM • GarageBand/ Acapella/ Tik Tok/BandLab • Arts Integration 	<p>Read:</p> <ul style="list-style-type: none"> • Tik Tok in the Classroom: https://www.edweek.org/ew/articles/2019/11/13/tiktok-powerful-teaching-tool-or-classroom-management.html <p>Watch:</p> <ul style="list-style-type: none"> • Bobby McFerrin World Science Festival • https://www.youtube.com/watch?v=ne6tB2KiZuk 	<p>Due:</p> <p>Reflective Response</p> <p>Composition Project- In Class Songs</p>
11/13/20	<ul style="list-style-type: none"> • Music and other Art Forms • Discuss Composition Projects 	<p>Read:</p> <ul style="list-style-type: none"> • The Rhyme and Reason for Nursery Rhymes in the Elementary Music Classroom- Brittany Nixon May https://journals.sagepub.com/doi/full/10.1177/1048371319880875 <p>Watch:</p> <ul style="list-style-type: none"> • Milwaukee’s Music Connection • https://www.pbs.org/video/the-arts-page-program-601-milwaukees-music-connections-lyjxge/ 	<p>Due:</p> <p>Reflective Response</p> <p>Annotated Bibliography</p>
11/20/20	<ul style="list-style-type: none"> • Musical Creativity in the Classroom • Improvisation • Individual Musical Development— Classroom 	<p>Read:</p> <ul style="list-style-type: none"> • Moving off the Page: Tapping Into Young Children’s Imagination- Martina Miranda • https://journals.sagepub.com/doi/full/10.1177/1048371319880875 <p><i>Skim Read:</i></p> <ul style="list-style-type: none"> • Creative Thinking in Music: Student-Centered Strategies for Implementing Exploration Into the Music Classroom • https://journals.sagepub.com/doi/full/10.1177/1048371319840654 	<p>Due:</p> <p>Reflective Response</p>

		TBD Virtual Musical Creativity Resources Podcast Episodes	
12/4/20 Last Day of Classes	<ul style="list-style-type: none"> • Musical Composition and Notation • Individual Musical Development 	Read: <ul style="list-style-type: none"> • Of Hot Cross Buns and Hot Dog Buns: Bridging the Gap between Iconic and Symbolic Modes of Understanding- Beth Ann Miller • https://journals.sagepub.com/doi/pdf/10.1177/10483713070200030104 <p>Listen: Podcast Episode TBD</p>	Due: Reflective Response Cross Curricular Plan Draft
Final Exam: 12/18/20 12:30- 2:30pm	<ul style="list-style-type: none"> • Cross Curricular Plan Presentations 	Presentations	Cross Curricular Plan and Presentation and Reflective Response